



Zukunftsbau GmbH

BASICON

EVALUATION SHEETS

Comments

Technical function

Simplicity of using the program (elements of navigation) 

Does the program run without errors? 

Reasonable loading times at Internet- versions 

Surface lay out

Is it adequate for the target group 

Colors (not too intense, not too dark, not too monotonous) 

Is it based on well- known operating systems (i.e. Windows) 

Navigation und program structure

Transparent program construction und -course 

Transparent control elements (navigation, buttons) 

Different levels (exercises, glossary, consolidation- level) are differentiated clearly 

Comments

Quality of media-elements

- Readable texts (sufficient character size) 

- Pictures/graphics which can be clearly recognised? 

- Understandable sounds 

Interactivity

- The program requires the activity and attention of the user? 

- Variety of learning activities 

Content

- Do the contents correspond to the curricular concept of **BASICON**? 

- Does it include contents relevant to qualification (situations, illustrations, language)? 

- Are the contents appropriate to the qualification aim? 

- Are the contents appropriate for the learning capacity of the target groups? 

Comments

Methodical-didactical aspects

Are references to the solutions and the error correction suitable for the target group?



Can the student examine the learning process and -progress?



Do the work results obtained (result report) affect the motivation of the user?



Does the student become motivated to search for information by himself?



Motivation and support of the learning-processes

Does working with the program motivate for more learning with interactive learning tools?



Does the program motivate the student to tackle other learning tools?



Final rating



comments

Didactical concept

Use of the materials in qualification which is orientated towards and integrated into production		<hr/>
Theretical instruction in the use of the material		<hr/>
Does the program allow independent learning?		<hr/>
Is the difficulty of the material appropriate to the target group (does it correspond to the ability of the target group)?		<hr/>
Is the reduction of the didactic content justified		<hr/>
Do the materials sufficiently prepare the students to apply new techniques (information- and communication techniques)?		<hr/>
Are the contents directly transferable into the working environment?		<hr/>
Are topics of environment-, health and work protection presented adequately and sufficiently?		<hr/>
Do they increase the effectiveness of learning in comparison to up to date materials?		<hr/>
Do they make the description of the contents clearer?		<hr/>

comments

Regional purchase

Do the contents deal with the local/ regional life and working sphere of the participants?

Do regional conditions differ substantially from...

...contents represented in the materials in general?

... regarding building materials?

... regarding tools?

... regarding functions and labour organisation?

... regarding work- and health protection?

... regarding environment protection?

other (please specify)?

What consequences do these differences have regarding the use of the materials? Do the participants have problems with this (recognition et cetera)?

Please document in detail!

comments

Text materials

Typeface (size of characters, format, text length, highlighted texts) adequate for the target group?

Is the linguistic design appropriate for the target group?

Are sections clearly recognizable by headings?

Does the highlighting correspond to the importance of information given?

Does the terminology correspond to the conditions in the respective country?

If not:

In which sections does this become clear?

If not:

does it result in problems with the use of the materials (no realistic transfer of the information, no recognition of the facts)?

comments

Picture materials

Are the text elements depicted appropriately by the image?

Is the picture material sufficient with regard to its quantity?

Picture series: are all steps clearly recognizable?

Picture series: are all necessary work procedures/steps represented in each case?

Graphics/ tables: is the didactical reduction of the contents justifiable?

Does the photographic/ graphic representation correspond to the conditions in the respective country?

If not:

In which section does this become clear?

If not:

does it result in problems with the use of the materials (no realistic transfer of the information, no recognition of the facts)?

comments

Technical concept and layout

Quality of pictures/ graphics		<hr/>
Apart from the illustration function, pictures must also be a source of information: do they fulfill the technical demands which concern size, representation, placement?		<hr/>
Quality of colour prints?		<hr/>
Quality of black and white prints		<hr/>
Black- and- white prints: do important layout characteristics get lost?		<hr/>
Is the page layout clear?		<hr/>
Is the layout attractive for the target group?		<hr/>
Is the layout attractive for the instructors?		<hr/>
		<hr/>
		<hr/>
OVERALL RATING		<hr/>
		<hr/>

comments

Has the learning material helped you with your work on the construction site?

Could you use the material for home learning?

Did you find the exercises too easy or too difficult ?

In comparison to normal text books, what did you think of the learning material?

Are the beginning and end of each topic well defined?

Is the topic work and health protection interesting?

Are you interested in environment protection?

picture series: Are working Steps easy to recognize?

Can you easily understand the text?

Do pictures and graphics help you in understanding the theory?

What do you like in particular?

What don't you like?
